

Journal of Education.



VOL. 1.

ST. LOUIS, JULY, 1869.

NO. 11.

The Journal of Education.

PUBLISHED BY
J. B. MERWIN,
No. 708 and 710 Chestnut Street,
POLYTECHNIC INSTITUTE BUILDING.

TERMS:

Per annum (in advance).....\$1.50
Single copies..... 16

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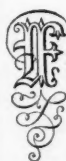
A CALL.

BY H. A. P.

Sisters, I have a word for you.
God gives us each a work to do.
Are you that work performing?
Or are you spending life's bright day
In Fashion's idle trifling play,
Body and mind deforming?
Oh! there are high and noble deeds
For you to do. Some one who needs
The talents you're repressing.
Our homes, our dear ones, all depend
On woman. Shall she thoughtless spend
Her life in idle dressing?
Be true be strong; time bears you on.
Your day for work will soon be gone.
That day has no renewing.
Tear of false Folly's glittering mask;
Bend all your efforts to the task,
And life's grand work be doing.

DRAWING AS AN ACCOMPLISHMENT.

BY F. A. S.



OR every person who begins the study of Drawing for the sake of the advantage it may be to him in his profession as artist, teacher, or designer, there are probably a hundred, and perhaps a thousand, who have no other object in view than the acquisition of this among other accomplishments, or simply as a means of recreation. To the former class I have nothing to say. Men who make a serious business of anything, generally know where to look for advice as to the best methods of pursuing it, and probably such persons will not consult this JOURNAL on the subject.

But I would like to offer a few suggestions, for the benefit of the pupils in our schools who are taking drawing as a part of the regular curriculum, and who always commence it with some enthusiasm, concerning the course by pursuing which they may secure for themselves and others the greatest amount of pleasure from the practice of this delightful art.

As a general rule, it is safe to say that half the benefit an apt pupil derives from the instructions of even a competent master, is neutralized by the unwise practices of both teacher and parents. The former, whose bread and butter usually depend on the satisfaction he affords his patrons, commonly aims to assist his pupil in finishing a showy picture or two, which the latter, in the pride of their hearts, glory in exhibiting, expensively framed, as evidence of their child's proficiency. That half the outline and all the finishing touches are the master's (and visibly so to any expert), does not affect the parental complacency, nor, unfortunately, in many cases, the child's. This article was not intended to elucidate a point in Ethics; but I may say, parenthetically, it is obvious that such a practice goes far to blunt the moral perceptions of

youth, and is a perilous example to be set by any parent.

I have in my mind's eye Judge Malachi Muffin's parlor, in the flourishing town of Muffinborough, where, among many valuable pictures and works of art, are two small paintings in oil, brought home by Melinda Maria, as specimens of her artistic skill, from an expensive school in an Eastern city, where her education had been finished. They are in themselves passable, much superior to many that are sold in the shops, and have been cherished with much pride by the Judge and an extensive circle of admiring relatives. But strange to tell, Melinda Maria has never touched brush to canvass since she left school, and cannot accurately represent on paper the simplest object. Is the inference unfair that these pictures are almost wholly the work of the teacher, and that all the money spent upon this branch of Miss Muffin's education has been worse than thrown away?

This is but an example of what is to be seen in every town in the country, and is a fair illustration of the way in which art is commonly taught in our schools. The exceptions are more frequently of a worse than a better character, and many a country home has its walls decorated with works in pencil, or crayon, or colors, which have not even the merit of a few masterly touches, the master himself being not unfrequently ignorant of the very rudiments of the art he pretended to teach.

A few years ago there was a rage in some parts of the country for what went by the pretentious name of "Greecian Oil Painting." It was taught in half a dozen lessons by itinerant professors, and consisted in rendering an engraving or lithograph translucent by means of oil, and then painting it by laying color on the back. It took, for it made much show for little money, and is responsible for the spoiling of many an otherwise good picture.

Now, it is superfluous to argue with any intelligent person that the kind of

instruction which accomplishes only such results as I have described, is useless. It might, indeed, easily be shown that it is productive of harm. Perhaps neither argument, however, would be sufficient to induce General Smashemup or Doctor Doseanbury (if these distinguished personages should chance to read these columns) to forego in the education of their daughters these highly ornamental accomplishments. Too often, alas! young ladies trained under our superficial systems have nothing to show for all the money expended on them, and a poor picture, in the estimation of the practical paterfamilias, is better than nothing.

But I cannot go amiss in urging upon Jack and Sam, and Emily and Kate, who are just taking hold of drawing with rather vague anticipations of the delight it is to afford them, not to rest content with any such attainments. The satisfaction of having one's vanity tickled for a little while by a false display of power, is a very poor satisfaction indeed. It does not pay. But skill in drawing once acquired is a pleasure for a lifetime. Such skill, however, is not to be attained in a dozen lessons from any master, nor is the execution of that number of pretentious copies of any appreciable help to the pupil in the outset of his studies.

It is not to be denied that the ability to produce a fine copy of a pretty cut or engraving is a source of great pleasure, but in these days of photography and chromos better copies than any one can make by hand are easily procured, and the comparative merit of this kind of practice is limited to its value in assisting to acquire something better.

Drawing "from Nature," as it is called, is perhaps of all accomplishments the one that gives the greatest satisfaction to its possessor. Its practice is a delightful solace, and its accumulated products a perpetual pleasure. It demands no costly and cumbersome instruments, as music does, nor need its indulgence be at the cost of annoyance to others. It is simple, neat, and inexpensive. It furnishes the most charming mementoes for the loiterer in his native groves and hillsides, as well as for the bold adventurer in foreign lands. The traveler, by means of it, brings home to others the most vivid concep-

tions of the scenes he has witnessed, and the naturalist finds in it his indispensable hand-maid. The adept in it is a true artist, and to him it becomes more than an idle pastime, but a training school for all his faculties, one in which he may continually learn more and more of nature and of Him of whom created things are but the handiwork.

It is to such a knowledge of drawing as this that I would incite my young reader to aspire. It is not accomplished without labor. Perfection in it is a very remote goal, but every step of progress brings a fresh reward. At another time I may offer some hints as to practical methods of acquiring it.

How Should the Pupil Commence the Study of English Grammar?

BY J. M. GREENWOOD.

IT is not proposed here to discuss the age the child should be, nor the early training before the grammar book is placed in the hands of the beginner. In my opinion, Primary Grammars *should be burnt*, and children ought not to commence the study of grammar too young. The use of language is one thing; the philosophy of language another.

There are two methods of presenting this subject to classes: the one to learn what the books say, and *parse*; the other to analyze, diagram, and parse, and also study the books.

The first is the lifeless—as cold and rigid as Liberty in modern Greece; the second the lively, animated form of inspiration. Mechanical is the name of one, and is "dull and dry; the other is moved by human electricity and controlled by brain labor.

Some of the advantages of the second method will be presented. It is held that the class should commence with the sentence—i. e. the simplest—learning the elements—the principal at first—then the adjunct elements, and in due time the properties of the elements. From the first, diagramming, according to the method invented by Prof. S. W. Clark, should go hand in hand with analysis. *Wooden mouldboard* teachers can afford to ridicule analysis and diagramming for "they know not what they do." Perhaps a good plan is to parse the nouns first; then taking up

other parts of speech as the class advances.

To parse a sentence—Arrange as many perpendicular lines on the slate, paper, or blackboard as you want spaces in which to place the properties of the words parsed.

Write the sentence to the left of the first left hand line, placing the first word of the sentence near the top of the line; the second word directly under the first; the third under the second, and so on till all are written. Parse the words in succession, by filling as many spaces as may be necessary, parsing from left to right, writing the word modified or affected to the right of the right hand line.

The recitation is to ascertain the extent of preparation on the part of the pupil, and to assist him in acquiring a clear and comprehensive knowledge of the subject, and to enable him to communicate his knowledge to others; therefore, the lesson should be definite, including the regular topic; exercises in diagramming, analyzing and constructing the various kinds of sentences, with much time devoted to the correction of inaccuracies. In the province of sentence making, the class should be drilled in this department until any kind of a sentence, from the Independent Intransitive to the Independent Transitive having the subject, verb and object each modified by a Dependent Transitive sentence, can be readily made by every member of the class.

A few reasons for this method of procedure will be mentioned, not argued. The teacher can do ten times as much work with the class in the analysis and parsing of sentences if the class consists of ten to twenty-five numbers; it saves time in proportion to the size of the class; all recite at once—silently however; the attention of the entire class is called to the analysis and parsing of every sentence just like the explanation of a problem in mathematics; the whole lesson in this department of the recitation passes in review before teacher and class; none are idle; all are kept busy; it encourages investigation; it is natural because in accordance with mental science; it makes all think and reaches the mind through the eye; it gives depth of thought, enlightens the understanding, gives a discriminating caste of mind, and is true development.

In the *American Educational*

Monthly for June is an article denouncing diagramming and analysis as monstrosities, and unworthy to occupy a place in a text book. A writer who can pour out his pent-up wrath in such profusion, ought to suggest, at least, some substitute. His fulminations are thundered forth with a bitter and malignant animosity characterized by a total destitution of argument. Not a single objection is raised or logically sustained.

Thought-to-day moves the world when tested by the standard of *common sense*. Naked assertions and glittering generalities may amuse and captivate the unsuspecting, but the thinking mind asks the reason why. It is to be hoped that the *live men* and *women* who teach the schools of our State will not be afraid to read Sill's *Synthesis*, Clark's *Grammar*, English Sentence by Welsh, or Greene's *Analysis*, and cut loose those old shackles and fetters which have rankled deep into the vitals of the educational mind of this country—enslaving and prostituting the minds of the youth.

The demand of the age is better methods; the want, live men and women; fossils must retire or prepare for the conflict; the wooden mouldboard plow and the antiquated pod-auger are *rare curiosities of the past*. Let the stationary teacher take a lesson from the plow and auger.

Our Schools and School Teachers.

By A. F. C.



WE live in an age that boasts much of its progress and prosperity. Our improvements—telegraphs, railroads, elevators, and countless myriads of smaller inventions, place us far in advance of past generations, and far in advance of many other nations of the present time.

But it is not in material wealth and mechanical enterprise alone, that we claim to excel other times and other countries. We boast also, of our superior civilization, intelligence, refinement, and of the facilities we have for the mental and moral cultivation of our people. No restraints are placed upon knowledge here, it enjoys perfect liberty. Fifty thousand sermons are preached each week from an equal number of pulpits,

The gospel has "free course." From the press millions of books, tracts, papers, magazines, and abstracts are annually issued and sent forth as *teachers* among the people, and then, each town and neighborhood has its free school, devoted especially to the instruction of its children. Add to this a catalogue of our higher institutions of learning; our schools of special science, our public charitable institutions for the unfortunate of all classes; our numerous benevolent societies, and to complete the list, our rapidly extending system of Sabbath schools, and what an encouraging thought is presented to the mind. Surely we are a happy people, blessed with all the means of improving and elevating humanity that we can desire.

But the thoughtful mind naturally asks, what has been accomplished—how have we improved, and how are we improving these great advantages and opportunities? And when these questions are carefully considered and truthfully answered, we have as much reason to hang our heads in shame as had the people of the "Dark Ages," or as the heathens have to day.

The fact is, that while all this bragging about our extraordinary advancement and intelligence is comparatively true, it is actually false. Compared with the past, and with less privileged nations of the present time, we are far ahead. But compared with what we should be, as intelligent creatures enjoying the means of improvement, we are *far, far* behind. We congratulate ourselves too much, and spend too much time thinking on and applauding over our wonderful progress, while we are too apt to neglect the *great undone* that should occupy our attention. For instance, in our State (Illinois), we have a State Teacher's Association of wonderful ability and interest; not only the best educators of our own State attend its meetings and take part in its exercises, but we can afford to employ lecturers from among the greatest scholars and most scientific men of the East. Six hundred *live teachers* annually attend this Association. A deep interest is manifested in the great work of education. We are greatly encouraged; but look at the other side of the picture. There are seventeen thousand teachers in this great State; where are the six-

teen thousand five hundred? Why are they not here? Is it because they have not a sufficient amount of interest in their profession? If so, we ought not to flatter ourselves on the character of our teachers. Can they not afford to come? If a teacher don't get salary enough to enable him to attend such meetings, there is something wrong; and there *is* something wrong. But one teacher out of thirty-four attends the meeting of the Association. If the proper interest was taken in the cause by all parties, not one in thirty-four would be absent. Let the public—especially our school officers—be aroused on this subject, and no teacher will be asked to teach on a salary too small to enable him to attend the meeting of the State Association; and if one is found who cares so little for his noble work as to absent himself, he will soon be driven from the profession for want of employment. When such a state of feeling as this exists, it will be time enough for us to waste words in silly congratulations. And our great educational question will never be understood, nor its importance realized till just such a state of things do exist. What we want is the people aroused to a true sense of the *real* situation, then we will have *good* teachers, *well* paid, and our schools will do their work effectually, till in connection with the other great "*Teachers*," they will develop a civilization as far in advance of our present social condition, as we are now in advance of Austria or Spain.

Our intention was to define what we think properly belongs to the work of our schools, and how that work could be most efficiently prosecuted. But we have been led off, till a consideration of this subject would make our article too long. We may make it the subject of a future article.

CURIOSITIES.—In the vicinity of the Jackson School of this city are found stones containing petrifications of curious description, shells of every size, perfectly formed, some of which have been taken from the solid stone in a perfect state. Many of the stones bear prints of leaves, twigs, etc. D.

FREE schools have opened a straight way from the threshold of every abode, however humble, in the village or in the city, to the high places of usefulness, influence and honor.

A WORD TO SCHOOL DIRECTORS.

THE first step in erecting an edifice, is laying the foundation. Than this, no part of the process of building requires more skill or care. The wise man builds on a rock, and his judgment is specially exercised in selecting, arranging, and uniting the proper materials for that part of the structure which is to support all the rest. A failure here is fatal to the permanence and utility of the building. This is so well understood, that nobody is guilty of the folly of intrusting such a duty to an inferior artisan, while the best talent is secured to carry on and complete other parts of the work.

Now, is the mode of procedure in question less applicable to education than to architecture? Are knowledge and virtue of less importance than bricks and mortar? Is a noble character formed on a basis of wrong principles and bad habits? Are vigor of intellect and rectitude of action in manhood the result of youthful indolence and error? In a word, is the foundation of instruction of less consequence than the superstructure? These questions must be answered in the affirmative, or the too common practice of placing ignorant and inexperienced teachers over primary schools is wrong.

There is no duty of a teacher that requires more judgment, intelligence, and experience, than determining the kind and degree of knowledge adapted to the various capacities of young children, and the best mode of communicating it in every case. The first steps are of especial moment. At no other period in the course of instruction, are mistakes more disastrous and more difficult to remedy. Everybody knows how hard it is to reform a bad habit—to *unlearn what has been learned amiss*. Months of labor are often required to correct the habit of mispronouncing a single word, and errors in modes of thinking and reasoning are still more difficult to overcome. *What to teach and how to teach* at the very commencement of education, task the teacher's utmost ability, and should never be committed to the inexperienced and unskillful. A vast amount of the vice, ignorance, and inefficiency everywhere visible in society, is the result of defective early education.

Yet we find that laying the foundation

for intellectual and moral instruction, is not generally considered of sufficient importance to require the services of the best qualified teachers. Young and inexperienced persons that can be hired for a small compensation, are deemed good enough to superintend the primary department in most of our schools. Almost any one that has received an ordinary education, is esteemed "fully competent to train the ignorance and weakness of infancy into all the virtue, and power, and wisdom of maturer years—to form a creature, the frailest and feeblest that heaven has made, into the intelligent and fearless sovereign of the whole animated creation,—the interpreter, and adorer, and almost the representative of Divinity."

The remedy for this evil is in the hands of School Directors and the Boards of Education. So long as the salaries offered to primary teachers are kept at starvation point, the qualifications of such teachers will be of the lowest grade. Let School Directors and those who control in these matters see to it, that the proper remedy is applied. *Raise the salaries, and the qualifications of the teachers will correspond.* Offer the price that talent and experience ought to receive, and well qualified instructors will soon present themselves for employment. *Verbum sap.* M.

WARSAW, ILL., June, 1869.

THE NATIONAL ASSOCIATION.

THIS Association meets at Trenton, New Jersey, August 18th, and continues three days. On Monday there will be a meeting of the State Superintendents, then a joint meeting of the Principals of the Normal Schools, and the State Superintendents on Tuesday, and the National Association proper commences its session Wednesday and continues until Friday evening.

Papers are expected from the following named gentlemen and ladies on the topics indicated:

Mr. White of Boston: *Christianity in our Public Schools.*

Prof. J. P. Wickersham, State Superintendent of Pennsylvania: *Higher Education.*

Rev. B. G. Northrop, State Superintendent of Connecticut: *Rate Bills in Public Schools.*

John D. Philbrick, Esq., Superintendent of the Public Schools of Boston: *The Workshop and the School.*

Prof. Edward A. Brooks, Principal of the State Normal School, Millersville, Pa.: *The Spiritual Element in Education.*

An exercise in *Practice Teaching*, with criticisms, and a discussion as to the necessity of such an exercise in a Normal School, and the best method of conducting it.

Maj. Gen. O. O. Howard, U. S. Army: *Education in the South, with reference to the Colored Population.*

Prof. Austin C. Apgar, State Normal School, Trenton, N. J.: *Method of Teaching Elementary Arithmetic.*

Prof. Ellis A. Apgar, State Superintendent of New Jersey: *Method of Teaching Map-Drawing in Schools.*

Rev. Geo. A. Leakin, Baltimore: *Periodic Law, as applied to Education.*

Prof. Fordyce A. Allen, Principal of the State Normal School, Mansfield, Pa.: *Course of Study for a Normal School.*

Prof. Lewis B. Monroe, of Boston: *The Voice and its Training*, with illustrations and readings.

Prof. John S. Hart, Principal of the N. J. State Normal School: *Method of Conducting Religious Worship in Schools.*

Mrs. Randall, of the Oswego Training School: *Method of Teaching Elocution.* Readings.

Miss Swayze, of the N. J. State Normal School: *Vocal Culture.* Readings.

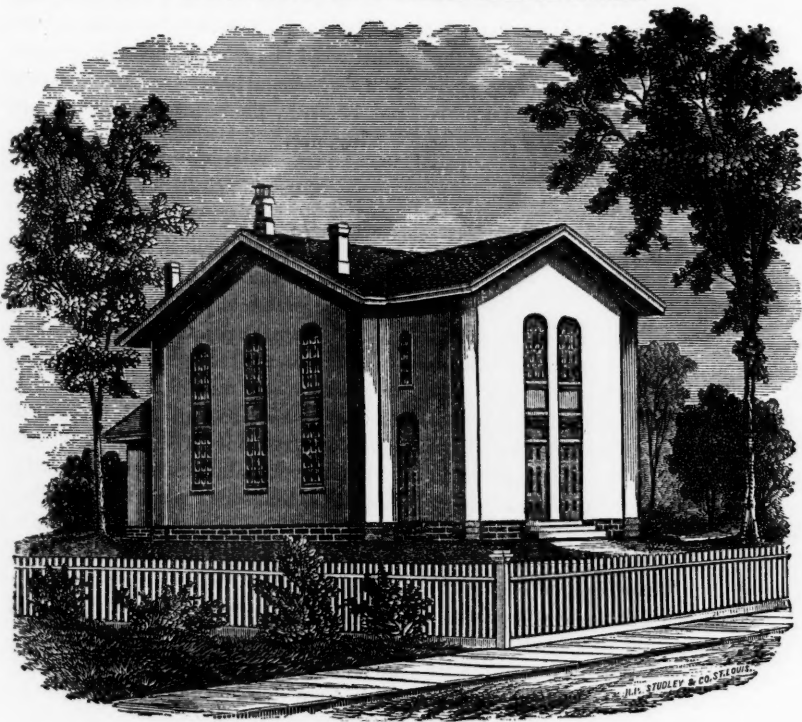
Rev. Joseph Alden, D.D., LL.D., Principal of the State Normal School at Albany, N. Y.: *What is the best teaching for a Normal School?*

Prof. Z. Richards, of Washington, D. C.: *Elementary Schools—Radical Faults—Radical Remedies.*

The great value to the cause of education of these annual gatherings is becoming better understood every year. By their means the best thoughts and the richest experience of leading educational minds are made common property and produce their effect throughout our educational system, both by raising its tone and promoting uniformity in its application.

At Trenton everything is being arranged so as to insure a hearty welcome to all visitors. The railroad fares are to be reduced, and the expense of living while there rendered as light as possible.

PLAN OF COUNTRY DISTRICT SCHOOL HOUSE.

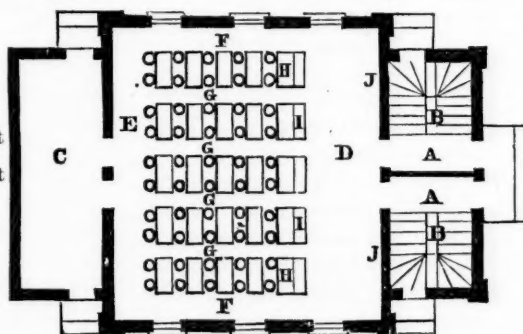


EXTERIOR VIEW OF MAIN BUILDING—30 by 28 ft.

The above plan is adapted to large districts, to township central or high schools, and to small towns. The building is very plain, but has a chaste, substantial appearance. The windows in the first and second stories are separated by panel work, for the double purpose of lessening the expense and of giving to the whole exterior a more imposing appearance. The expense is decreased by avoiding the use of a cut-stone window-cap and sill, and the effect is improved by throwing both windows into one opening in the brick wall, and thus increasing the length of the perpendicular lines. The wood-house in the rear may be increased in size, so as to afford space for a recitation-room if required. Separate entrances are provided for the sexes, and the pupils of each room are kept entirely distinct.

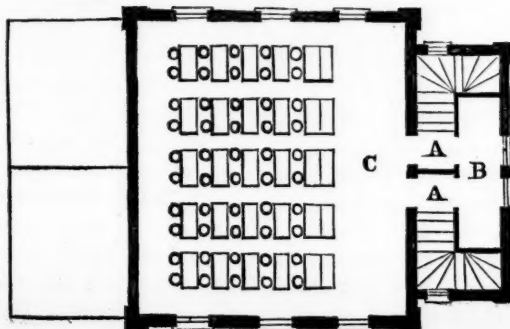
FIRST FLOOR.

- A A—Double porch, 24x9.
- B B—Stair-cases.
- C—Wood-house, 24x9.
- D—Space in front of desks, 8 feet wide.
- E—Space in rear of desks, 3 feet wide.
- F F—Side aisles, 2½ feet wide.
- G G—Aisles, 1½ feet wide.
- H H—Desk 3½ feet long.
- I I—Recitation seat.
- J J—Black-boards.



SECOND FLOOR.

- A A—Staircase landing.
- B—Library room.
- C—School room, with the same general arrangements as the room below.



It will be seen that separate stair cases for the sexes have been provided. The library in the second story may be used for a recitation room in case of need.—*Johnston's Country School Houses*,

State University.—Boarding Cottages.

HERE has been much inquiry in regard to the system of boarding cottages adopted in the State University. The plan is not new, except that instead of large dormitory buildings for a hundred or more students, as in the eastern colleges, small buildings for about twelve students each are provided, and these cottages are situated at some distance from each other.

The following communication on the plan, from President Read, explains its working :

It is a prime object to reduce the rates of boarding and other expenses of the University to the lowest possible limits, so that young men of energy, who are also inspired with the love of learning, may be able to make their own way. This is now actually the case with a number of young men, while others receive but a small amount of assistance from friends.

Boarding is the chief expense of the student. In order to reduce this item, three cottages have been erected at the expense of the University.

These cottages are occupied at a small rent by a club of thirty-two students who hire their own cook, make their own regulations, choose their own officers each month, and live comfortably at from \$1.50 to \$2.00 per week. Each student furnishes his own room, which may be done at cheap rates. If convenient, he may bring his furniture, at least in part, from home.

All can bring bed-clothing, and had better do so.

It is the determination of the Board of Curators to provide means, either by hiring buildings or erecting additional cottages, for the formation of two more boarding clubs, upon the same plan as that already formed, so that all who may desire, may be able to avail themselves of the reduction of expenses secured in this way. Very young students or those incapable of taking care of themselves ought not to enter the boarding clubs. While the President and Professors frequently visit the rooms of the club, the police duty devolves mainly upon the young men themselves, and is more effectively carried out than it could be by the Faculty. Their rules are strict, and students of known shiftless ways or noisy habits are not admitted; or if admitted, are soon cut off. Good behavior and quiet habits are indispensable, and none other than those possessing these characteristics can enter or continue members of the club.

The club meets once a week in the University; its officers are a President, Censor, Treasurer and Commissary.

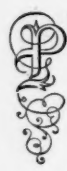
It ought to be remarked that the health of the members of the club has been above the average of the students of the University.

The plan has been a complete success—is popular among the students, and has attracted much attention throughout the State. It is a full solution of the question—how may boarding be secured at the lowest rate and in a manner most satisfactory to the student.

THE EMPIRE OF THE MISSISSIPPI VALLEY.—The Mississippi and its tributaries drain an area of 1,226,600 square miles of territory—equal to thirty States larger than Ohio—and St. Louis is to become its chief city.

OUR EDUCATIONAL STANDARD.

BY A. W.

ESTALOZZI inaugurated a new era in education, and straightway Germany stood in the front rank of Europe's intellectual phalanx. But new ideas are apt to be carried too far, and sometimes we find ourselves standing upon a brink from which it is difficult to return. What is good for the child is not always good for the man. If a child, in learning, proceeds from the whole to the parts, the opposite is true, to a certain extent, of reason matured. Give the naturalist a single fossilized bone, and immediately he will produce a mastodon.

A little smattering of the sciences may be education enough for some, but our scholars must and will be able to analyze a hyperbola or an abscissa, to read Plato or Euripides in the pure Attic accent. There are too many machine colleges in the country, which will graduate a young man in the space of three or six months. Some young men spend four years in a first-class college, graduate, and are no wiser than when they entered. Such things ought not to be. But bullion rules at the expense of brain, and there is no redress as long as the intellect is considered second to the "Almighty dollar."

Agricultural colleges, it seems to me, fail in their desired aim. The course pursued at these institutions may be too practical, or it may be too theoretical. Certain it is that the intellectual farmers, as a class, consider the tuition at home preferable to that of the agricultural college. We have not yet advanced so far as to have locomotive colleges, weaving colleges, or carpenter colleges. If I wish to become a machinist, I go into the machine shop. If I wish to become a weaver, I go into a factory. If I wish to become a carpenter, I go into the carpenter's shop. If I desire to become a farmer, I go upon the farm. If I have been rightly informed, less than ten per cent. of the students of the Agricultural College in Michigan follow farming, and a vast majority never contemplated pursuing it as a profession. The same may be said of other like colleges. This being so, the agricultural college is a misnomer, and a mere calculus without any real object or end. Young men, eager to

engage in business, rush to that college which will nominally educate them in the shortest possible time, and at the least possible expense. Thus the agricultural college has assumed, perhaps unconsciously, to be an educator, while it is only an agricultural trainer. The same reasoning will apply to mercantile colleges.


We must be integrally educated, not fractionally. Science and experience have demonstrated that the vegetable and animal combined make the most wholesome diet. A scientific education is one-sided; so is a classical. We firmly believe that those colleges, which are allowing the sciences to crowd out the classics, will, when it is too late, in vain try to catch some sweet-flowing strain from the enchanting rhythm of the Iliad, and in vain try to refresh themselves beneath the wide-spreading beech, where erst was heard the shepherd's lute. Every chamber of the mind must be educated, in order that it may best perform its never-ending functions.

With all our prosperity and greatness as a State, nothing will cause us to take such rapid strides, onward and upward, as a higher educational standard. It is said that nothing is so expensive as ignorance; and this statement is verified by reports concerning crime in other countries as well as in our own.

Legislators, why not take this matter into consideration? Compel every youth, by law, from seven to fifteen years of age, to attend school not less than six consecutive months in the year, and make each city or town responsible for the non-enforcement of the law. Then we could soon say, no person shall vote until he can write his own name, and read the Constitution of the United States. Let high schools be established in every town of one or two thousand inhabitants. Let two or more normal schools, of the highest grade, be founded, and make it compulsory for every graduate to teach six years, at least, unless prevented by sickness. Let agricultural colleges, etc., be established on a correct basis. And, finally, let us elevate the standard of our already excellent University, so that it may rank above Harvard, Yale, or Oxford. Compel annual or semi-annual examinations of students, and, if found deficient, let them be sent into a lower class. Thus money could not purchase a diploma.

With all our natural advantages, and a maximum educational standard, Missouri would have no unenviable reputation abroad, and her characteristic would not be fruit, flour, lead, nor iron, but intelligence.

OUR CIVIL SERVICE.

R. JENCKES, of Rhode Island, is entitled to the thanks of the whole country for the pertinacity with which he urges upon Congress the adoption of some measures for the reformation of our civil service. If nothing else is accomplished, it is worth much to have our present hap hazard system of appointments ventilated. Mr. Lincoln's humorous plan for deciding upon the claims of two applicants for a Western postoffice by the weight of paper in their respective applications and recommendations, was hardly a travesty upon that which has obtained under every administration since Jackson's, by which it is safe to say capacity and integrity have been the last considerations urged by aspirants for federal offices.

The habit of looking upon appointments under the Government as the spoils of war, and the rightful property of the victors, has been fearfully demoralizing not only upon our civil service, but upon all our political parties. A political canvass, which should be a generous contest in support of measures for the public good, has degenerated into a *campaign* in which all the passion and bitterness of partisan warfare are fostered. And when the strife is over, and a new administration becomes the dispenser of what our people should blush to call "patronage," the universal scramble for every office, from first class missions down to cross roads postoffices, is enough to make Republicanism a laughing stock in the eyes of the whole world.

All this Mr. Jenckes proposes to remedy by a system of competitive examinations to determine the qualifications of every applicant for office, and by suitable means to ascertain his fitness as regards health, character, age, and ability in other respects. He also proposes a system of promotion based upon merit and seniority, and a plan for dismissal in case of misconduct or inefficiency. But the present arbitrary method

of appointment, promotion and dismissal, by which tenure of office has become dependent solely upon the caprice of the appointing power, is entirely done away.

We have received a copy of Mr. Jenckes's bill and speech of April 6th, but have not the space to devote to a review of them. But we utter the sentiments of every thinking man in office or out when we say that this reform in some shape or other is the one most urgently required in the interest of pure government. Many thoughtful men apprehend that in freeing our nation from the great evil and curse of slavery, we have become saddled with a still more merciless and unscrupulous master. This Old Man of the Sea men call the Ring Power. To shake it off, all the energy and wisdom of the best administration will be of no avail, without some system of federal appointments which will give stations of responsibility only to men of capacity and tried integrity.

Any system of competitive examination as a test of qualifications for office, must first of all determine proficiency in such primary branches as reading, writing, geography, and arithmetic. No man ought to be appointed to any office without a thorough grounding in these branches, and comparative proficiency in them should be the first thing to determine comparative qualifications of the contestants. These are the branches taught in Public Schools every where. And if the tendency of such a bill as Mr. Jenckes's should be to give additional stimulus to exertion, and hold out more brilliant rewards for high attainments, it is another reason for commending it. We should expect the natural result of its adoption would be a more general and perfect systemization of the curriculum of our common schools, especially in their most important part, the primary department. We tell our boys that any of them may be President. We should have a system of education that would aim directly to qualify them for all the duties of a citizen.

We are glad to know that this or some kindred measure is to have the support of the splendid talents of Gen. Schurz, the new Senator from this State. There is no field to-day in which so much good is to be accomplished or

more permanent reputation achieved. Give us any thing rather than a system under which a Senator can leave his seat in Washington, and urge before a caucus of his party the election, as his colleague, of some man who will play second fiddle to himself for the sole and avowed object of keeping the dispensation of executive patronage in his own hands. From all Senators with so mean a conception of their own dignity, and from all such pitiful exhibitions, let us reverently pray "Good Lord deliver us!"

A CASE FOR SYMPATHY.



EDITOR JOURNAL OF EDUCATION: My name is Percival Cox. I write it for brevity P. Cox. My friends have their little jokes about it, but it's short and I like it. I want to unfold one of my grievances to you, in hope of consolation, if not of relief.

I am employed as an agent for the settlement of a large estate, and the distribution of numerous small legacies to heirs all over Missouri. Sometimes they are hard to find and identify, and my correspondence is voluminous. By practice, I am able to write short letters, of which the following is a fair sample:

"JOHN DOE, ETC:

"If you are the same John Doe that used to work for Col. Jones at Butternut Bend, I have \$300 for you, a legacy from your Uncle Samuel. Come and get it, or let me know how you want it sent to you.

"Yours, etc.,

P. Cox."

Now it so happens that many of these poor legatees can neither read nor write. My grievance is not concerning them, but it concerns good, kind, intelligent people who write letters in their behalf, and who won't out with what they want to say, and stop, but must take up my time and their own with such letters as this, written on all the pages of a sheet of note paper:

"P. Cox, Esq—

"Dear Sir: John Doe, who is a poor hard-working man, with a large family dependent upon him, has just called upon me with your kind letter. I was engaged in canning strawberries, but leave them in the kettle while I take my seat to acknowledge its reception for him. It is very gratifying to know that he is likely to receive this legacy. He is a very worthy man, sends his children to Sunday school, and is strictly temperate in his habits. This money will come, I hope, on time to enable him, etc., etc., etc."

Now you see, Mr. Editor, I took the trouble to say in plain English just

what I wanted. If John Doe could identify himself as the real heir, he has nothing to do but come and get his money or say what I shall do with it. But instead of this, I have a long letter telling me all about his poverty, industry, sending his children to Sunday school, all about my philanthropic friend's strawberries, how she takes her seat (of course she does, why tell me of it?) about the reception (think of that), of my kind letter (how does she know it's kind? It is my business to write it, just what I am paid for doing.) Then what she hopes about the money, and twenty other things which I do not copy; and likely as not, the very things I wanted are altogether omitted. And all this written in such a hurry that the letters and words are treading on each others heels, and the whole letter almost illegible. Mr. Editor, my letters may be kind; I hope they are, but I don't like to be told so in this way. When I hear about the strawberries or the mince pies that are neglected for the sake of writing four pages to me, when as many lines would do, I always hope they will be spoiled.

I haven't done with my grievances, but this is one of the most serious. Is there no way to compel people who write letters on business to cut them short, and say what they have to say and stop? If they have time to write them, am I compelled to read them?

We ought to have a chair of correspondence in our schools and colleges. Not one man or woman in a dozen can write a letter properly. That will help the next generation, but for this, and especially my own relief, Mr. Editor, what can be done?

Your obt. serv't,

P. Cox, *Agt. Fon. est.*

[We hope our school teachers will act upon the above suggestions without delay, and teach their pupils how to write letters properly.—Ed.]

Editor Journal of Education:

WHY are so many of our teachers continually traveling from one place to another?

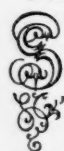
It is a fact, that many of our teachers seldom teach but one term in a place. Now why is it? Is this *migration* essential to the profession?

The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : : : JULY, 1869.

Our Public School Examinations.



T. LOUIS is proud of her Public Schools. It is the *one* interest which kindles into a glow of generous enthusiasm the hearts and hopes of all our people.

Railroads, bridges, politics, amusements, commerce, religion, prize-fighting—on all these and a thousand other essential and non-essential things, we differ, and differ so radically, and cling with such pertinacity to our differences, that on the more important matters we lose, to a large extent, our power and prestige as the great commercial centre of the Mississippi Valley. But when we come to the annual examination of our Public Schools, we throw up our hats and shout and sing, and gather flowers, and give ourselves up to a carnival of joy. The daily papers employ extra reporters, cut down the news columns, politics, commercial reports, correspondence, editorial—everything, and give place and praise to all the good things said and done in the schools. Reporters tell all they see and hear, and more too; they praise everything and everybody indiscriminately (except Mr. Harris and the Normal School), until from San Francisco on the West to Boston on the East, and from Alaska on the North to the Everglades of Florida on the South, people read of our Public School examinations. The enthusiasm thus created is a good thing for the people; it breaks in upon, and breaks up the dead level of our monotonous life. Enthusiasm in a good cause is well at all times. We wish we could have more of it in the daily routine of school life. Intermingled with study, it would be good, and do good. Youth should have it, and old age would be more joyous and hopeful and happier with it. The papers are full of it for a week, and it seems to be infectious. The School Board catch it, parents catch it, teachers catch it. Men who frown all the year in their offices, and carry a cloud with them to their homes, smile, and are cheerful and enthusiastic over our Public School examinations. Members of the School

Board, some of them at least, forget the millions of money entrusted to their care, and thinking only of the children, grow glad and enthusiastic during the "examinations." Parents tired and anxious, burdened with care, grow cheerful and enthusiastic during the "examination." The teachers smooth out all the wrinkles, and fold up and lay away all the frowns which the labor and anxiety of the year's work *will* bring, and flushed with cheer, expectant, earnest, hopeful, grow tender and human and loving and sympathetic—yea more, enthusiastic over the "examinations;" and the children, bless them, what a world of hope and joy and expectation opens to them—names in the papers—encouraged, courted, petted, rewarded, new revelations are made and new worlds of thought, feeling and expression come to them. What wonder they grow enthusiastic. Enthusiasm is the delicious flavor of the wine of a new life unfolding forevermore. Let us have it distilled and disseminated equally through all the years of our study and toil.

THE WASHINGTON UNIVERSITY.



WE are glad to observe that this Institution, with the new collegiate year, offers increased facilities to students in what is generally known as a scientific, as distinguished from an academical course. This Department is organized similarly to those akin to it in Eastern Universities, embracing a Course in Engineering, a Course in Chemistry, and a Course in Astronomy, each extending over three years.

The studies for the first year are the same for each course, embracing Mathematics, Drawing, both free hand and with instruments, and Physics generally.

In the second year, students in Engineering and Astronomy continue the same course as the first, including the Higher Mathematics, Mechanics, and Practical Engineering. The third year is devoted in the Engineering Department to applied Mechanics, and various specialties in Engineering and Architecture; in the Astronomical course to Higher Mathematics and Practical and theoretical Astronomy, including the use of instruments.

The second and third years in the Chemical Course are given to Analyses,

Quantitative and Qualitative, Assays, Pharmaceutics, and the application of Chemistry to Agriculture, Arts, and Manufactures. A range of elective studies from the Academical Course is open to the student each year.

It is hardly necessary for us to enlarge upon the necessity of this Department to a University situated as this is geographically. In the Eastern States, no College is able to hold its own without adding to its facilities the means for furnishing what is called "practical" instruction. The opposition to a classical course of study is possibly not gaining ground, but this is not the question. The country—and emphatically the West—demands education in specialties. Our young men have neither the time nor the means to go abroad to learn medicine, or applied chemistry, or mining. Nor should they. America is as old as modern science, and it is modern science that Young America needs to learn.

Whatever may be the merits of a classical course, and they are many and beyond controversy, no University of to-day can take rank among its sister institutions, that ignores the great and growing demands of the times. We hope the Washington University may meet with cordial support in its efforts to adapt its curriculum to these requirements.

Offices of the Missouri State Teachers' Association.

For President, E. Clark Jefferson City.

Vice-Presidents: 1st Congressional district, G. B. Stone, of St. Louis.

2d district, L. H. Cheney, St. Louis.

3d district J. H. Kerr, Cape Girardeau.

4th district, S. M. Andrews, Lawrence county.

5th district, R. B. Foster, Jefferson City.

6th district, A. L. Tutt, Kansas City.

7th district, E. B. Neeley, St. Joe.

8th district, Y. M. Greenwood, Adair county.

9th district, Jos. Fichlin, Columbia.

Corresponding Secretary: D. R. Haynes, St. Louis.

Recording Secretary: F. C. Woodruff, St. Louis.

Treasurer: A. G. Abbott, St. Louis.

The next meeting of the Association will take place at Kansas City on the 29th of December next.

ANOTHER NORMAL SCHOOL.

WE take pleasure in announcing the fact that Prof. Geo. P. Beard, A. M., well known, not only in this State, but in New England, as a very successful teacher, will open a Normal School in the new Public School House at Sedalia, on Monday, July 19, and continue until Friday, August 17.

He has secured the services of the following able corps of assistants: Prof. E. L. Ripley, Principal Normal College, Columbia, Mo.; A. Carroll, A. M., Superintendent Public Schools, Independence, Mo.; Edwin Clark, Assistant State Superintendent Public Schools, Jefferson City, Mo.; H. A. Spencer, Associate Author Spencerian System Penmanship, St. Louis; Miss Hattie N. Morris, Graduate State Normal School, Oswego, N. Y., Leavenworth, Kansas.

PROF. BEARD says, after a careful and somewhat extended survey of our condition, that "the necessity of Normal instruction is patent and felt by none more than the teachers. Our State does not and will not immediately furnish adequate accommodations for the many thousands who are instructing and fashioning her future citizens.

"An extended Normal course for a majority of those actually teaching, and many who are candidates for teaching, is impracticable, from the expense of time and money it requires.

"We propose to use the long vacation that there may be no loss of time or wages to the teacher from the school year. We propose a comprehensive and condensed course adapted to the actual work and wants of teachers.

"We shall search for the truth in every subject of study. The right uses of text-books, apparatus, oral instruction, object teaching, and other approved methods and means, will be taught and illustrated by experienced and able instructors and lecturers."

THE Editors of the State, who visited St. Louis to attend the "Editorial Convention," have said all sorts of kind and complimentary things about our city, Col. Coleman, Thomas Allen President of the Iron Mountain Railroad, and others of the Local Committee. We are sure this is all appreciated by the

above named gentlemen, who certainly are deserving of great credit for the liberality and completeness with which they consummated their plans. It brought the makers and leaders of public opinion in the State into immediate personal contact with each other, and the results cannot but be of mutual interest and advantage, aside from the pleasant acquaintance formed.

WE take pleasure in calling the attention of our subscribers and others in the vicinity, to the Book Store of Messrs. Colby & Harrington, located at Carthage, Mo. They are determined to keep a full stock of articles in the way of school books, stationery, etc., etc. The *Journal of Education* can always be found there, and they will take subscriptions for it.

THE NORTH MISSOURI RAILROAD,

UNDER its new management, and with its splendid equipments, is one of the most important thoroughfares in the State.

The completion of the bridge at Kansas City brings it into close connection not only with the Kansas Pacific, but with several other roads centering at that point. The Missouri Valley Railroad also, running in close connection with the North Missouri, touches Kansas at her four principal outlets, Kansas City, Leavenworth, Atchison, and St. Jo., and thence on to Omaha, connecting there directly with the Union Pacific for San Francisco. Two through trains leave the depot in this city, corner Biddle street and the Levee daily, running directly to all these important places without change of cars.

This road thus becomes one of the great through routes east and west, and, we are glad to know, is attracting a large share of the through travel. It is no less important as a north and south road also, crossing the Hannibal and St. Jo. Railroad at Macon, it has been pushed on as far as Ottumwa, Iowa,

and there connects with several other important east and west lines in that State, very much to the relief of the farmers and merchants of Iowa, who have been obliged to submit to any terms the Chicago roads or the Chicago merchants saw fit to impose upon them. We hope our St. Louis merchants will now cultivate the acquaintance and trade of southern and central Iowa, and thus second the very commendable efforts made by the managers of this road to afford every facility possible to parties interested.

This road is also one of the first in this State to furnish its patrons with Pullman's celebrated palatial sleeping cars.

Its earnings for June, 1869, were about \$90,000 more than for the same month last year.

Now that the track has been extended to the Elevator, and with the complete arrangements which have been made for delivering grain in bulk, the receipts in the freight department must largely increase after harvest.

A number of new and elegant passenger coaches are also being added to its rolling stock, to accommodate its rapidly increasing passenger traffic.

Mr. H. C. Knight, the General Superintendent, brought with him into this new position, from the Chicago and Alton road, a large experience, which, united to his fidelity and ability, is sure to win, as it deserves, complete success.

THE AMERICAN YEAR BOOK.—The *Saturday Review*, which rarely has a good word for anything American, has an elaborate and very complimentary notice of "*The American Year Book and National Register*," edited by David N. Camp, the author of Camp's series of Geographies. The work is published by O. D. Case & Co. of Hartford. The fullness and completeness of the volume renders it of special value, not only to our own people, but to the leaders of opinion in the Old World.

Book Notices.

GENEALOGY, AND ECCLESIASTICAL HISTORY, with explanatory notes and a full index (relating to the Town of New Britain, Connecticut). By Alfred Andrews, Member of the Historical Societies of Connecticut and Wisconsin. Published by A. H. Andrews, Chicago, 111 State street.

It is several months since we received a copy of this History; but it is of a character so different from most of the ephemeral literature of the day, that it will "keep" long after the legion of "many books" with which the world is being filled, have been forgotten. We take pleasure in calling attention to this work, the author of which has devoted zealously many years of earnest labor to its accomplishment.

Elihu Burritt, "The Learned Blacksmith," now of Birmingham, England, a native of the town whose history is here given, and who once contemplated writing a history of his native place, speaks of this work in very high terms.

The primary design in the mind of the author, was to collate and present all that could be obtained relating to the oldest parish or church of New Britain. In other words, the work was commenced on the basis of a Church Record, *in extenso*, of an organization which was formed in 1754!

Truly, as the somewhat aged author of this book, his memory full of the incidents and changes connected with that ancient band of his fathers, who, in primitive New England, worshipped in the old pews of the old "meeting house," and who, then and there, more than *here* and *now*, made a business of their religion,—truly, might he, though not in mournful strain, as he lay down the pen at the completion of his holy task, adopt the language of the captive Jewish maidens, as they sat in silence by the slowly moving stream: "We sat down, yea, we wept when we remembered Zion. We hanged our harps upon the willows."

We quote a few words from the historical portion: "New Britain was an incorporated Ecclesiastical Society, during the May session, 1754; its name, in honor of Great Britain, given by Col. Isaac Lee. The etymology of the word is bright, shining tin, or pewter; hence the island of Great Britain was so called from the abundance of tin found in ad-

jacent islands. It is not supposed that our ancestors ever dreamed it was destined to be a village or even a town. (It contains now about 12,000—ED.) The height of their ambition was to make it an ecclesiastical and school society, where the preaching of the gospel might be sustained, a church organized, its ordinances observed, and convenient schools established for their children."

The historical part abounds in most interesting incidents relating to the good old ministers, such as Drs. Smalley, Belamy, and others, also in quotations from those ancient and quaint town records which have been preserved with jealous care in the archives of the old States.

But the most laborious part, by far, is the record given of the individual members of that old "First Church" (Congregational), together with the complete genealogy of each of those members, inclusive of parents and children. It is possible that a few, who have engaged in similar research, can faintly appreciate the patience and the labor necessary for such an undertaking as that before us! It were comparatively easy to "turn off" a score of a certain kind of books in the time devoted to this work.

Here are the names, with a brief personal history, together with the names, births, deaths, &c., of their children, of nearly fifteen hundred (1500) members, many, or most of whom are deceased, while a large number of those remaining are scattered throughout the land, by that fate which has made New England a nursery of men and women, and dispensed them as seeds of thought and activity all through these opening fields of the West. We counted, at a social gathering held in this city a short time since, about thirty who have been residents of New Britain, and most of them members of the Church of which this work furnishes so complete a record.

One practical lesson inculcated by the author, and taught by this book is, the great importance of keeping faithful records of events, public or private; and especially does this appear necessary with churches, or particularly in families. The heads of families, by keeping a register of their ancestry, of marriages, births, and deaths, can confer a blessing on posterity, and aid the future historian in his difficult researches.

OLDTOWN FOLKS, By Harriet Beecher Stowe, author of "Uncle Tom's Cabin." Boston: Fields, Osgood & Co. 12mo. pp. 608. For sale by the St. Louis Book and News Co.

This is a queer title for a book, but the "folks" it deals with and talks about, were a queer set. What would these people think or say could they now express an opinion on the portraits drawn by this master hand? This character painting is done to the life, and herein lies the real power and genius of Mrs. Stowe and of her brother Henry Ward Beecher. It is their simple fidelity to nature which so charms and attracts all minds.

Mrs. Stowe tells us in the preface that "in portraying the various characters which I have introduced, I have tried to maintain the part simply of a sympathetic spectator. I propose neither to teach nor preach through them, any farther than any spectator of life is preached to by what he sees of the workings of human nature around him."

So instead of deciding any of the questions which came up for discussion, for many of the characters were hot-headed if not bigoted controversialists, she disposes of them in the following easy, if not satisfactory way:

"My grandmother would say, for example: Whatever sin is committed against an infinite being, is an infinite evil. Every infinite evil deserves infinite punishment. Therefore every sin of man deserves an infinite punishment.

"Then uncle Bill, on the other side, would say: No act of a finite being can be infinite. No finite evil deserves infinite punishment. Man's sins are finite evils; therefore man's sins do not deserve infinite punishment."

The book is a study of New England life, its people, institutions, and social customs seventy or eighty years ago, the New England of the catechism, the unwarmed meeting house, and the Jewish Sabbath.

The social ways and customs now

obsolete, or fast becoming so, are sketched with that minute fidelity which is only possible to unusual genius, thoroughly acquainted with the subject in hand, and trained by years of painstaking labor.

This is the first novel Mrs. Stowe has written since 1862, and our readers will find in it the rich fruits of experience and observation garnered during this long interval, while the humor and pathos, the sterling sense and the deep human tenderness which have made "Uncle Tom's Cabin" a household treasure almost throughout the world, are not wanting, though considered as a story, it falls far below "Uncle Tom's Cabin." The author, however, declares that she has never been more profoundly interested in any literary work she has ever undertaken.

PHENOMENA AND LAWS OF HEAT.
By Achille Cazin. Translated and edited by Elihu Rich. New York: Chas. Scribner & Co. For sale in St. Louis by E. P. Gray.

We welcome with pleasure another of the series of books entitled "*The Illustrated Library of Wonders*" which Mr. Charles Scribner & Co. of New York have issued. We have commended them before as good for the family and for both the day school and Sunday School libraries.

The author says truthfully, that "fear is most often, if not always, the offspring of ignorance and superstition. Thank God, we live in an age when the light shed by science on the minds of the greater mass of the people, is sufficient to save them from degrading terrors. Thunder and the sun's eclipses no longer affright civilized nations; we contemplate them with a serenity born with a knowledge of the truth, and an admiration for the works of God; and when nature's grander phenomena present themselves, we know that it is our duty to discover, if any, and what the peril is, that we may be prepared with all the resources furnished us by an all-wise Provi-

dence. Thus scientific investigation fortified within our soul the sentiment of adoration for the Divine Power, and raised us by degrees from the slavery of the physical, to the freedom of the moral and spiritual world. Thus science and religion may truly be called sister spirits."

Magazine Notices.

Blackwood's Magazine for June, (Leonard Scott Publishing Co., N. Y.) in discussing the "American Reasons for Peace," is saucy, and belligerent, and defiant, and we do not know what all. Here is a specimen of the way the writer puts things, in speaking of Mr. Sumner's speech: "This arrogance, which might be amusing, if it were not disgusting, is not without its dangerous side." Pshaw! that "dangerous side," if there is any, is the other side of the Atlantic, not this. We are not going to war; at least this hot weather. But is it not naughty in this irate belligerent writer to say, that "Mr. Chandler is a man without education, manners, or sobriety!" Probably this individual had not heard of those "two American citizens of African descent," who, dressed in "lavender," are to accompany this same Mr. Chandler as "coachman and footman" over to the belligerent side of the world. If "lavender dressed coachmen and footmen" do not give a man "manners" and "education," what does? we beg to know; and if such people can be talked about in this familiar, truthful sort of style, who is safe? we would like to enquire.

Then the writer, after thus disposing of "Mr. Chandler and his 'lavender,'" etc., etc., goes on to inform the world that Mr. Sumner "is an accomplished speaker—somewhat too much addicted to highfalutin spread eagleism and long poetical quotations, etc., etc.," and that there shall be no mistake made, the writer goes on to state that he (Sumner) "is a native of Boston," and now, to make everything doubly sure, he tells what "Boston" he means, "Boston in Massachusetts."

Let us thank the writer here and now, for telling us where "Boston" is. It is a long time since we have read anything as spicy and nonsensical as this in *Black-*

wood. The article will not attract attention for anything else but its foolishness.

The Atlantic gives us a eulogy on Thomas Crawford the sculptor, a fanciful composition on the Greek Goddesses, and a second article from an inmate of the Binghamton Asylum, entitled, "Our Inebriates Harbored and Helped." The closing sentence contains a volume of philosophy boiled down, and ought to pass into a proverb for temperance men and reformers. "To abolish the inebriate, begin with his grandmother."

Besides these we have the usual amount of lighter articles, book notices, etc., etc.

The Westminster Review (Leonard Scott Publishing Company, New York), comes to hand with about as much solid meat as can be compressed within its covers. The article about the South African Colonies is interesting, and the subject a new one to American readers. In other articles we find nearly every important topic of British politics discussed in a liberal and progressive tone. The Ballot, Primary Education, Philanthropy and its relation to Social Evils, Capital Punishment, etc., etc., are among the articles we allude to.

The Edinburgh Review, from the same house, has several valuable historical and political articles, some very entertaining matter about the "Edible fungi" and a review of Dilkes' "Greater Britain." Mr. Dilkes seems to have traveled fast and far, as a man must to see all the English speaking countries in a trip of a single year. But is the following a fair opinion of his accuracy?

"I was full of sorrow at leaving that richest and most lovely of all States—Ohio. There is a charm in the park-like beauty of the *Monongahela Valley*, dotted with vines and orchards that nothing in Eastern America can rival." Query, was't Mr. Dilkes *charmed* by something else they call *Monongahela* about the time he wrote that?

The New Eclectic (Baltimore), has absorbed the "*Land we Love*," to which we most cheerfully bid farewell. In the June number there is a fine engraving of George Peabody, and a brief sketch of his life. This Magazine gives in the Southern point of view on

most subjects of national interest, and so has a sphere of its own. Its mechanical execution is first-rate. The July number is good enough without the engraving.

Putnam's Magazine for July, (commencing a new volume,) contains many contributions of more than usual interest.

We find among others, a charming story by Miss Alcott, "That Night at Fort Wagner, by One who was There"—a graphic sketch of picturesque tragedy; "Our Established Church," with some startling Statistics of its Progress in Power; "Victor Hugo and the Constables:" a curious chapter of personal history, written for this Magazine by a son of Victor Hugo; "Papers on the Stage, and on Natural History."

The beautiful poem by Miss Anna C. Brackett, Principal of our Normal School, entitled "One or Both," we publish entire. The editor of *Putnam*, for some reason, omitted a part of it. By permission of the author, we change the title as follows:

SHALL MUSIC BE INTERPRETED!

By ANNA C. BRACKETT.

When twilight is born from the flaming West,
And the stars wake white and clear,
Shall I shut my eyes to their still unrest,
Because the moon rides near?

Yet the stars with a self-fed flame are crowned,
And the moon must borrow to spare;
And their tremulous beauty above and around
But renders her glory more fair.

If the turf is soft and the flowers are sweet
On the bank whereon I lie,
Must I lose the sound of the surf at its feet,
And the splendor of sea and sky?

But the deeper tone of the sea on the shore,
And the light from the sunlit blue,
Will but glorify all that was fair before;
Let them enter freely too!

When I search for may-flowers fragrant and bright
Where the last year's leaves are spread,
Shall I fling away all the blossoms white,
Because they are not rose-red?

Nay, keep the white blossoms of thought complete
To heighten the feelings' red bloom,
For they both must live in a wreath that is meet
To lie on Beethoven's tomb.

Our Young Folks (Fields, Osgood & Co., Boston), comes to us for July with such a feast of fat things as we seldom partake of. We wish every newspaper in the State would copy *Rev. Edward Everett Hale's* article entitled "How to Write." The first rule given is "Know what you want to

say." The second is the golden rule in writing. "*Say it.*" Every one who writes, whether private letters or for the press, would do well to post these two rules over his desk. We especially recommend them to some of our own correspondents.

Lippincott for July opens up well, with forty pages of Trollope's new story, "The Vicar of Bullhampton," which we need not commend to readers of fiction. "Beyond the Breakers" is continued, and "Only no Love" concluded. So much for the stories. There is plenty of good matter beside, among which we may mention "The Annexation of Nova Scotia," "Our relation with England," and some pleasant anecdotes and squibs strung together under the title, "The Philosophy of Absurdity."

The Galaxy is so uniformly interesting that we read until the *fine print* (it is fine print, and not failing eyesight) compels us to lay it aside. Of course Charles Reade's "Put Yourself in his place" must be read, and "Matins" by Edna Dean Proctor. Richard Grant White, under the title, "A Plea for Jack Cade," prints the article which he sent to the *Journal of Education*, and subsequently recalled because we consented to give Mr. Davidson space to reply to it. The editor of the *Galaxy* very properly excludes the personalities used, or else Mr. White, on reflection, wisely concluded to omit them.

The Illinois Central Railroad.

An extended notice of the grand editorial excursion to Mobile and New Orleans, given the editors of Illinois by the above named road, was crowded out of our last paper, very much to our regret.

Our Mr. Converse, who accompanied the excursion as the representative of this *Journal*, says, great credit is due the General Superintendent, Mr. M. Hughett and Dr. W. H. Stennett, the General Agent at this point, for the perfection of the arrangements, which secured to so large a number a trip of such unalloyed pleasure. The

generous hospitality of the citizens at every point visited all through the South, and the good will manifested by all parties interested, has done much to unite us again in a common bond of sympathy and brotherhood. Our social, commercial, and political interests will be largely promoted by this pleasant interchange of courtesies.

ILLINOIS.

THE Chicago Board of Education have estimated the building expenses for school purposes for the next year as follows: for repairs and improvements in old buildings, \$26,320; for building sites, \$167,000; for new buildings, heating apparatus, etc., \$575,000; total, \$768,320. The total enrollment for the month of April was 24,825; average daily attendance, 22,104; per cent. of attendance, 96.2.

SALARIES OF TEACHERS.

The Committee on Salaries have done a wise thing in recommending an increase of compensation.

Our teachers in this city, and in fact all over the State, are not paid for the work they do. We say "teachers." Those "keeping" school are very much overpaid, but this class are being gradually dispensed with, and teachers, skill, character, and ability are coming in to take their places.

We desire that the compensation shall be so liberal as to induce the best talent in the profession to come to the State, and not only engage in this work, but *remain* in it.

St. Louis can afford to do as well as Chicago in all cases, and we ought to do better. They recommend that the salary of the Superintendent be \$4,500; Principal of High School, \$2,500; of Normal School, \$2,200; Male Assistants in High School, \$2,000; Female Assistants in same, \$1,000; Training Teacher, \$1,200; Principals of District Schools, \$2,000; Head Assistants, \$1,000; Teachers of Second Grade, \$850; Third Grade, \$800; Fourth Grade, \$750; other grades, \$700; Music Teachers, \$2,000.

THAT life alone is fragmentary in which, through indolence, infirmity of will, or self-indulgent habits, the work is not done that might have been done.—*Atlantic*.

EDUCATIONAL INTELLIGENCE.

BATES COUNTY.—The *Bates County Record* contains a full account of the proceedings of the Institute held at Butler the last week in May.

If we could transfer the interest and enthusiasm of this meeting with the record we would publish complete, as by resolution we were requested to do, but it cannot be done; and yet we venture the assertion that no teacher or friend of education in Bates county will fail hereafter to attend the session of the Institute if it is at all practicable to be there. About *fifty* teachers were in attendance, all ready and anxious to do their best, thus contributing largely to the interest and success of the meeting. The addresses by Prof. L. B. Allison and others were of a high order, practical, earnest, and elicited the closest attention. Then too, they had fine music all through the session, furnished by home talent also—an interesting feature always of an Institute.

The teachers were generously entertained by the people, and Prof. Mateer insists that it was one of the best and most successful Institutes ever held in the State. A good constitution was adopted, and the following officers elected for the ensuing year: President—L. B. Allison; Vice-Presidents—J. R. Scudder and J. R. Putnam; Secretary—Thomas H. Grist; Assistant Secretary—W. W. Lucas; Treasurer—D. McGaughy; Executive Committee—L. B. Allison, C. A. Board, W. W. Lucas and A. T. Holcomb.

Resolutions were passed thanking the people for their hospitality, the trustees of the church for the use of their house, the lecturers and musicians; and the following also in regard to their County Superintendent:

Resolved, That we regard Prof. L. B. Allison as an efficient officer and a thorough and practical teacher, and well worthy the confidence of parents and teachers.

CALIFORNIA.—The General Assembly of California, in a special act, approved March 23d, 1868, provides for a University consisting of a State College of Agriculture, a College of Mines, of Civil Engineering, of Letters, Colleges of Medicine and Law, and other professional Colleges of Arts, as the Board of Regents may deem it expedient to establish.

Also, in the course of study for the

Public Schools, legislative provision for district libraries, etc., she far excels many of her more highly favored sister States.

PETTIS COUNTY.—The Teachers' Institute held at Sedalia was a gathering as important as it was interesting.

The teachers of the city, together with those scattered in the public and private schools throughout the county, joined in the exercises, drills, and discussions with a zeal, unanimity, and cordiality which made the sessions profitable to all. Several of the leading citizens were in constant attendance during the day sessions. Mayor Parker, the editors, ministers, doctors, lawyers, members of the Board of Education and a large number of citizens generally were present at the evening sessions.

If some of us did get our old foggy notions scattered, something better was suggested and adopted, and we yielded gracefully, and some of us rather enjoyed being vanquished by the superior force of mind over matter.

Avioidupois weight is good, but brain power, intuition, perception, tact, genius, if you please so to call it, is better for some purposes. We had both, and all of these in the Institute, though our good friend Prof. Neal of Georgetown failed to see the "intuition" part of it. He did not fail, though, to contribute the results of a long and varied experience in teaching and training the young, an experience rich and instructive, and welcome and profitable to the younger members of the Institute. In fact, we have seldom witnessed in any gathering of teachers more good sense and good humor than our friends at Sedalia infused into theirs. They were not so dignified as to be stupid, not so hilarious as to be foolish.

Prof. Ready, who succeeds Prof. Brown as Principal of the school at Sedalia, gave one of the most interesting lectures on "how to teach History and Geography," to which we ever listened. It was philosophical, brilliant, and practical; and we hope some day to hear it repeated before our State Teachers' Association. We are quite sure that teachers, citizens, and all, now have a better and more definite conception of the real design and power of a Teachers' Institute than before this meeting was held. We were glad to meet our old friend Dr. Shattuck, who

has located in Sedalia to look after and minister to the physical wants of the people, but he has not by any means lost his interest in schools. He is an old teacher, though a young man. He identifies himself at once, and constantly, with the best elements of society wherever he may be, and while we wish him well, we do not wish other people sick.

We saw so much to commend that we are disposed to let that "Music Committee" off lightly, but from all such singing as we had at one of the evening meetings, we pray with hope and faith, and print it, "Good Lord, deliver us."

We should like to say something of the pluck and spirit and enterprise of Sedalia; of the outlook from the school house over the broad prairies, of the richness of the soil (the depth we did not find), of her railroad prospects, etc., etc., but well posted people know all about these things, and to the other class it will be of no special use or benefit, so we omit this.

It is pleasant to have one's opinions and impressions confirmed and indorsed, and so when the Editor of the *Democrat* says, in regard to the lecture delivered by the editor of this paper, that: "We thought him a little deficient in the command of his voice, and that there was an absence of that lofty dignity that the subject demanded,"—we were pleased. It confirmed our own impression and design. We have had so much "lofty dignity" and so little practical common sense in connection with many of these educational movements, that the people, to a large extent, ignore the whole thing. If the criticism had been passed upon any one else, we should be tempted to ask how "lofty" the "dignity" must be, to pass muster.

We do not object in the least to the criticism of our friend Dr. Hull, for we know it was given in the kindest spirit and with the best of motives, and we rather want to encourage this style of comment on all these public discussions. Just criticism helps to "educate" the people.

When Dr. Hull says in the same notice that a copy of the *Journal of Education* should be in the hands of "every family in the State," we find him again indorsing our opinions and impressions. We send nearly a hundred

copies into Pettis county. Perhaps we ought to do the Doctor the justice to add what he said by way of commendation as well as criticism. He did say that—

We accord to the learned lecturer a high order of ability, and we shall only be too happy to hear him again on the subject of education, or upon any other subject which he may select.

Thank you. We shall come again.

We must close, leaving many things unsaid and no space left for the resolutions passed.

The thanks of the Institute were tendered to Mr. A. J. Sampson the County Superintendent, for his able and instructive address, and he was requested to furnish a copy for publication.

GRUNDY COUNTY.—The Editor of the *Republican*, after stating the amount of taxes which have been levied in Grundy county the past two years, says:

The result of this action on the part of our citizens, has been to awaken new life, and stir up a degree of enterprise and activity hitherto unknown. It increased the value of real estate, at least half a million of dollars; it influenced more emigration into the county than ever was known before, and last, though not least, it was the motive power that spoke our North and South Railroad into existence.

But while this good work has been going on in the county which speaks volumes of praise to the enterprise of our citizens, it remains for Trenton to be found lagging behind with the building of suitable school houses for the accommodation of her children.

The apology for the school house now used by the primary and Grammar schools of Trenton, would not make a decent or comfortable barn, while for the High school, we are compelled to rent a room entirely inadequate, and insufficient for the accommodation of the students.

JASPER COUNTY.—The *Carthage Banner*, says:

There are few counties in the United States with such a magnificent fund for school purposes as Jasper county, and about all that is wanted here, is to build good school houses, and the money is ready to hire first class teachers. For fear that the statements here made might induce some third-rate pedagogue in the older States to wander hither, in the hope of getting a school to "keep," under the impression that it don't require much "larnin'" to teach a school in this back-wood's country, we would say that we have no need for "slow pokes," or "dead heads." We are imbued with the fast character and enterprise of Western men, and have no use nor sympathy for the kind above indicated. But if you are a wide-awake, well posted, and thorough teacher, come on, and you can find plenty of schools in our county for \$50 per month.

SALINE COUNTY.—Mr. J. C. Keithley writes us a letter containing so many good things, that we do not feel at liberty to enjoy it alone. He says: "Our township is beginning to awake from her slumbers. Since 1867, we have built four substantial school houses and

furnished them with improved school furniture and apparatus at a cost of nearly six thousand dollars. How do these figures compare with other townships of the State? Not boastfully, but to encourage you and others, I give these figures, and the blessings come to all, the high and the low, the rich and the poor. Press forward in this great work of elevating the standard of education among our people, and the reward is sure."

Good for Saline county. Who will report next? These are the facts which tell for the permanent prosperity of the State. We shall be glad to hear from Mr. Keithley again.

Solutions and Queries.—Answers to Last Month.

No. 1.— $3\frac{1}{4}$ miles nearly.

No. 2.—11,653.

No. 3.—Solution:

Let x = number in larger bag;

Let y = " smaller bag;

Let w = " drawn out.

$\therefore (x-w) = (y-w)^3 = w^2$; or

$$\frac{x-w}{y-w} = (y-w)^2$$

$$\therefore \frac{x-w}{y-w} + y-w : y :: 5 : 2 ;$$

whence:

$$4w^2 + wy = 3y^2 ;$$

$$w^2 = \frac{1}{4}wy + \frac{1}{64}y^2 = \frac{49}{64}9^2 ;$$

$$\therefore w = \frac{3}{4}y.$$

$$w^2 = \frac{9}{16} \therefore w = 27, y = 36$$

$$a = 9^3 + 27 = 756.$$

\therefore 756 in larger bag—36 in smaller.

NEW QUERIES.

4. Avoiding all rhymes and cadences, and altering the original as little as possible, transpose the following lines from Makay into prose:

Dark is our fortune! Deep is our sorrow!

Harp of my country! I wander forlorn;

Hope throws no longer light on the morrow;

Our name and our art are the bywords of scorn.

Friend of my sadness, harp that I cherish!

Favor and glory and fame may depart,

Still shalt thou cheer me; song shall not perish

While Freedom and Love have a home in the heart.

LITTLE MAC.

5. What is the weight of a cylindrical pipe of cast iron one hundred feet long, one-fourth of an inch thick, and three inches in interior diameter, and what weight of water will it contain, allowing a solid foot of cast iron to be 7,000

ounces, and a cubic foot of water to weigh 1,000 ounces?

ROBERT EMMET.

6. What is the entire amount of atmospheric pressure on the surface of the earth?

7. Enumerate the properties of heat.

8. How many bones in the human body, and of what are they composed?


MARY EVA.

TO THE PACIFIC IN SIX DAYS.—Rev. Dr. Eliot says: "When the connections are closely made and the Pacific Railroad is brought up to its proper and intended condition, six days from St. Louis to San Francisco will be the regular programme, and delay beyond that time will be considered good cause for complaint.

SOMEBODY in Iowa demands the revocation of the certificates held by certain school teachers in that State who chew tobacco during school hours, and thus teach tobacco chewing along with "reading, writing and arithmetic." Employ only women teachers, and that evil will be remedied.

OFFICIAL DEPARTMENT.

IMPORTANT TO SCHOOL OFFICERS.

HOUSANDS of copies of the "School-law" have been circulated all through the State from the office of the State Superintendent of Public Schools, and we have published many of the sections separately, with the necessary forms for carrying it into execution, but there is still a great deal of confusion and delay in enforcing it, and as a consequence, in many places the necessary funds for sustaining the schools are lacking.

We shall be glad to devote space enough in our columns for a full discussion of the defects of its provisions.

We call attention this month to the following correspondence, which is a "representative case:"

MARSHALL, Mo., Feb. 8th, 1869.

Hon. T. A. Parker, Sup't Schools:

DEAR SIR: I desire to call your attention to the predicament in which our Public Schools are placed in consequence of the recent action of our County Court. In order that you may clearly comprehend our situation, I will give you a full explanation. The law passed by the 24th General Assembly requires the township clerks to return the delinquent school tax on the 1st day of September of each year. It so happened that the tax books in our county were not made out for collection until

the 20th of September. Some of the clerks, however, made their return as early as the middle of October, while others held their books till about the middle of December. When our County Court met at its January term, the school delinquent tax, with the other delinquent tax, was presented by the sheriff. The Court ordered the sheriff to return the school tax to the township clerks—which was done.

I am at a loss to know by what authority our County Court made their order requiring the sheriff to return the school taxes. Township clerks tell me that they cannot make their collections, and, as you are aware, the law gives them no power to enforce such collections.

The result of this is that township clerks cannot meet their obligations; teachers are unable to secure their pay, and the general interests of education in our county are embarrassed.

Very Respectfully,
V. BIERBOWER,
Superintendent Saline county.

Respectfully referred to Hon. H. B. Johnson, Attorney General.

T. A. PARKER,
Superintendent Schools.

The following is the Attorney General's reply:

ATTORNEY GENERAL'S OFFICE,
Jefferson City, Mo., Feb. 24th, 1869.

DEAR SIR: In returning the school delinquent tax list to the township clerks, I am of the opinion that the County Court and sheriff erred. The sheriff should have proceeded to collect these taxes, notwithstanding the lists were not returned by the clerks at the time provided by law, and the County Court should have ascertained the amount due upon the land delinquent school tax lists and forthwith drawn their warrants upon the County Treasurer for the same without waiting for the same to be collected.

Very Respectfully,
H. B. JOHNSON,
Attorney General.

Arrival and Departure of Trains.

PACIFIC.		
	Leaves.	Arrives.
Mail Train (except Sundays).....	9:30 a. m.	10:30 p. m.
Express Train (except Saturday).....	4:45 p. m.	6:40 a. m.
Franklin Accommodation (ex. Sunday).....	6:12 p. m.	7:15 a. m.
Washington Accommodation.....	4:00 p. m.	3:25 p. m.
Meramec do.....	1:55 p. m.	
SOUTH PACIFIC.		
Cars leave Seventh st. Pacific depot daily (except Sunday), for all stations, at.....	9:30 a. m.	
NORTH MISSOURI.		
Mail and Express (Sundays excepted).....	7:00 a. m.	11:00 p. m.
Kansas City and St. Joe Express (Sundays excepted).....	3:00 p. m.	11:25 a. m.
St. Charles Accommodation, No. 1.....	4:45 p. m.	8:30 a. m.
CHICAGO AND ALTON.		
Night Express (Saturday excepted).....	4:15 p. m.	12:45 p. m.
Day Express (Sundays excepted).....	6:40 a. m.	10:50 p. m.
Sunday Express.....	4:15 p. m.	
Jacksonville and Chicago Mail (Sundays excepted).....	4:45 p. m.	10:30 a. m.
Carlinville and Alton Accommodation, (running through to Springfield Saturday night).....	4:45 p. m.	9:15 a. m.
INDIANAPOLIS AND ST. LOUIS LINE.		
Day Express (Sundays excepted).....	7:15 a. m.	8:40 a. m.
Lightning Express (Saturday excepted).....	2:00 p. m.	9:45 p. m.
Night Express (Sundays excepted).....	4:35 p. m.	8:40 p. m.
Sunday Train.....	2:00 p. m.	8:40 a. m.
OHIO AND MISSISSIPPI.		
Morning Express (Sundays excepted).....	7:15 a. m.	11:25 a. m.
Night Express, daily.....	2:30 p. m.	12:45 a. m.
Cairo Express.....	5:05 p. m.	1:30 p. m.
ST. LOUIS AND IRON MOUNTAIN.		
Trains leave Plum street station—		
For Pilot Knob and intermediate stations, daily, at.....	8:00 a. m.	
For Potosi daily (except Sunday) at.....	4:00 p. m.	
For Desoto (except Sunday) at.....	8:00 a. m.; 5:30 and 5:00 p. m.	
For Carondelet daily (except Sundays) at.....	6:35, 8:00, 9:15 and 11:30 a. m.; 2:00, 4:00, 5:10, 6:30, 7:45 and 11:30 p. m.	
Returning will leave—		
Pilot Knob for St. Louis daily at.....	3:30 p. m.	
Potosi for St. Louis daily (except Sundays) at.....	5:30 a. m.	
Desoto for St. Louis daily at.....	5:45, 7:15 a. m., and 6:45 p. m.	
Carondelet (except Sundays) at.....	6:00, 7:05, 7:45, 9:45 and 11:45 a. m.; 1:15, 2:45, 4:15, 6:00, 8:00 and 10:45 p. m.	

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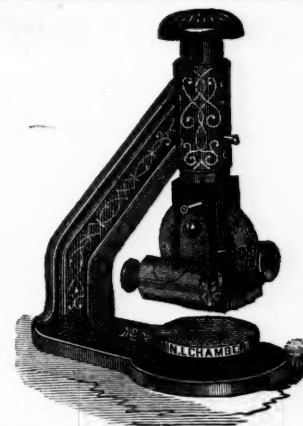
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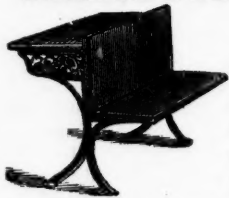
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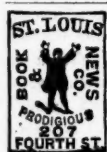
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